

CALSolutions
PreK-12 ELL Education

Training of Trainers Workshop: *What's Different About Teaching Reading to Students Learning English*

April 26, 2017

CAL Facilitators
PreK-12 EL Professional Development

Annie Duguay
Director
aduguay@cal.org

Jennifer Himmel
Senior Director
jhimmel@cal.org

CAL CENTER FOR APPLIED LINGUISTICS

Participation in Today's Webinar

- There are two ways to participate with audio today:
 - by phone (with audio pin)
 - by computer (if mic capabilities—head set or PC)
 - Please mute yourself.




CALSolutions
PreK-12 ELL Education

© 2017 Center for Applied Linguistics

Participation in Today's Webinar

- To participate, please type your name in the chat box and we will call on you to participate.
- Then **UNMUTE** yourself to share your ideas.
- At times, we may **UNMUTE** everyone.



CALSolutions
PreK-12 ELL Education

© 2017 Center for Applied Linguistics

Agenda

Handouts p. 3

- Objectives
- Warm-Up: Anticipation Guide
- Video: Reading Text
- Demonstration: Beginning Reading Skills
- Phonemic and Phonological Awareness
- Next Steps
- Wrap-up


CALSolutions
PreK-12 ELL Education

© 2017 Center for Applied Linguistics

Predictors of Success in Learning to Read

1. Complete the Anticipation Guide, SG p. 13
2. Discuss your choices with others at your table.
3. Can you come to consensus?

SG Chapter 1 pp.13-18



CALSolutions
PreK-12 ELL Education

© 2017 Center for Applied Linguistics

Anticipation Guide: Agree or Disagree?

1. If native English speakers and beginning English language learners have good letter recognition, they will be able to learn to read.
2. Native English speakers and English language learners can develop reading and oral proficiency skills simultaneously, if they are given a sound instructional program.
3. English language learners must be able to correctly pronounce English words before they can learn to read.
4. The development of phonemic awareness is crucial for English language learners to read in English with comprehension.
5. English language learners with little knowledge of concepts of print in their native language will most likely experience challenges learning concepts of print in English.

CALSolutions
PreK-12 ELL Education

© 2017 Center for Applied Linguistics

5 Predictors of Success & English Learners

Handouts p. 7

Predictors	Caveats
Letter Recognition	Not all languages have alphabetic writing systems. English does not have a 1-1 sound symbol relationship.
Oral Language Proficiency	Must be developed. Some English learners may understand spoken language before producing it.
Pronunciation	It is more important to discriminate sounds than to produce them. Some English learners may never develop native-like pronunciation.
Phonemic Awareness	The phonemes of languages may differ. English phonemes not in a student's L1 must be learned.
Concepts of Print	Not all languages are written with the same orientation as English, i.e., left to right, top to bottom.

SG pp.13-18 and Presenter's note (binder), pp. 22-31

Toolbox

Handouts p. 9



Content Objectives

Handouts p. 1

After this webinar, participants will be able to:

- Identify what makes reading hard for English learners.
- Distinguish between phonological and phonemic awareness.
- Determine instructional scaffolds for teaching phonological and phonemic awareness.



Language Objectives

Handouts p. 1

- Write predictions of what makes text challenging for English learners.
- Define phonological and phonemic awareness.
- Take notes on activities to teach phonological and phonemic awareness to English learners.



Wrapping Up Vocabulary

Choosing Words as Candidates for Instruction

Grade level: _____ Proficiency level(s) of students: _____

Tier	Words	Polysyllabic	Concrete Nouns	Phrasal	Idiomatic	Denotation (connotation)	Collocations	Language of Arts	Range to Tier?
Tier 1 Words									

Your Turn: Identify Characteristics of Terms

- Return to the list of terms you developed after the first webinar (page 12 in the handouts) with the words sorted by the three tiers of vocabulary.
- Check off the characteristics of each word/phrase.

- Please type your name in the chat box if you'd like to share the word characteristics with the group.



Vocabulary and Ohio Learning Standards

Anchor Strands (K-12)

- 4. Determine or clarify the meaning of unknown and **multiple-meaning words and phrases** by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

Vocabulary and Ohio Learning Standards

Anchor Strands (K-12)

- 6. Acquire and use accurately a range of **general academic** and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

Selecting Vocabulary to Teach

Criteria (Frey & Fisher, 2009):

- Representation
- Repeatability
- Transportability
- Contextual Analysis
- Structural Analysis
- Cognitive Load



Selecting Words to Teach

Handouts p. 4

- Return to your list of candidates for instruction.
- Use the guiding questions from Frey and Fisher to determine 3-5 words that you might choose to highlight more in depth for this particular text.
 - Check the final column if you think these words are important to teach.
 - Be sure to include at least Tier 2 and Tier 3 words.
 - If you have beginners, you may consider Tier 1 words.
- What are a couple of words that you might instruct using only the pictures?
- Be prepared to share out.

Comprehension: A Focus on Language

“Why Reading is Hard: Reading Text Passages”

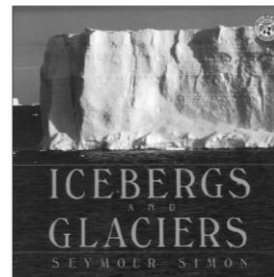
Before viewing, look at the text on **SG p. 81-82** and predict what will make this passage difficult for readers to understand.

After viewing, discuss what the readers found to be difficult.

- Did you predict the difficulties?
- How might you **make the text more comprehensible** to students?


Video: Glacier Text Running Record

Language and Literacy
by Seymour Simon
SRL, Creative Education

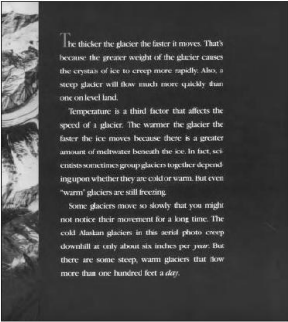


Video: Glacier Text Running Record

SG p. 81-82




© 2017 Center for Applied Linguistics




19

Glacier Text Video



© 2017 Center for Applied Linguistics



20

Comprehension: A Focus on Language


Handouts p. 6


“Why Reading is Hard: Reading Text Passages”

Before viewing, look at the text on **SG p. 81-82** and predict what will make this passage difficult for readers to understand.

After viewing, discuss what the readers found to be difficult.

- Did you predict the difficulties?
- How might you **make the text more comprehensible** to students?





© 2017 Center for Applied Linguistics

21

Toolbox

Handouts p. 9






© 2017 Center for Applied Linguistics


22

Vocabulary: What's Different...?



- What's different about teaching vocabulary to English learners?
- Which strategies can you envision demonstrating in your local trainings? Why?

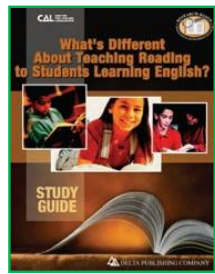
Activity suggestion: Pass the notecard. Have participants write their answers to the first question. Put on some music and have the pass the notecard to their right or left. Stop the music and call on someone to share the answer on their card.




© 2017 Center for Applied Linguistics

23

SG Chapter 4



Beginning Reading

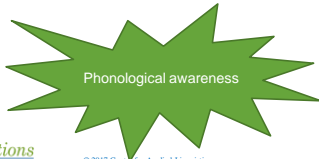


© 2017 Center for Applied Linguistics

24

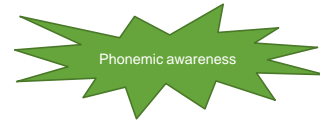
Beginning Reading Activity

- Listen as we read some words.
- Do you know where one word stopped and the next began?
- Now listen to see if you can guess how many words I say.
- Now listen to see if you can guess how many syllables.



Beginning Reading Activity

- Listen as we read some words.
- Identify the beginning sound.
- Identify the end sound.
- I will read two words; what is the sound the words have in common?
- Now, I will read a word and you will try to separate the sounds and count them on your fingers.



Beginning Reading Activity

- What skills do you now have in this language?
- Can you identify parts or syllables of words?
- Can you recognize individual sounds?
- Can you recognize words that have the same endings?
- Can you recognize words that have the same sounds?

This is **phonemic awareness**—You are becoming aware of the sounds of this language, but you have not yet made connections between the sounds and the symbols representing these sounds. What language(s) are you connecting the sounds to?

What Is Phonemic Awareness?

“Knowing the sounds of a language is a prerequisite to being able to start to match it with print.”

—Ramirez (2000, p. 15)

“Phonemic awareness is the ability to notice, think, and work with the individual sounds in spoken words.”

—Adler (2001, p. 4)

For additional information and/or activities, see the **Trainer’s Manual**, pp. 431-435.

Mystery Song

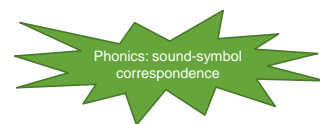
- To the tune of Frère Jacques, with apologies.



- Turn to SG, Chapter 4, **page 133** and “sing with me”.

Beginning Reading Activity

- In a workshop, I distribute some cards with words in the target language, Japanese, to each table.
- I first ask the participants to try to put them in order.
- Next we sing the song again and participants put the words as we sing them.



Beginning Reading Activity

一 二 三
四 五 六
七 八 九 十
八 九 十

Beginning Reading Activity

- Did you find singing the song and making sense of it easier this time? Why or why not?
- How many words are we using?
- How do you know?
- What do you think the words mean?

Beginning Reading Activity

- Turn to **SG page 134**.
- When writing in Japanese, Arabic numbers are preferred when writing horizontally and Chinese are used through vertical writing.
- There are two sets of pronunciation for Japanese numerals:
 - Sino-Japanese (on'yomi) readings of Chinese characters
 - Japanese (kun'yomi) readings of Chinese characters
- Try the activities on **SG page 135**.

Beginning Reading

- Phonemic & Phonological Awareness**
- Alphabet (Letter) Recognition
- Concepts of Print
- Phonics Skills



Phonological Awareness

“Bouncing Ball” Example Activity (SG p. 145)

1. Form circles of 4-6 individuals.
2. Get a bag of candy. (**Please don't** open it yet!)
3. One person begins by saying a word that includes the word feature listed on the slide, and then tosses the candy bag to someone else in the circle.
4. That person says a different word with the same characteristic and throws the candy on.
5. Continue around/across the circle.

Phonological Awareness Activity

1. **Words beginning with the sound /t/**
2. **Words ending with /s/, not /z/**
3. **One-syllable words**
4. **Two-syllable words**
5. **Three-syllable words**

Phonological Awareness

- Not based on spelling or orthography:
 - E.g., Eligible words for "ends in /s/ not /z/" include:
 - Voice
 - Toss
 - Thanks
 - NOT boys, cars, toes, voices, or wishes
- Not based on individual sounds alone:
 - Includes syllable level
 - Could be at morphological level (e.g., -ly, pre-, -)

Phonological Awareness Activity

- How could you modify this activity for older learners or particular content areas?



Did We Meet The Objectives?



Content Objectives

- Handouts p. 1
- After this webinar, participants will be able to:
- Identify what makes reading hard for English learners.
 - Distinguish between phonological and phonemic awareness.
 - Determine instructional scaffolds for teaching phonological and phonemic awareness.

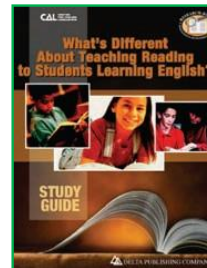


Language Objectives

- Handouts p. 1
- Write predictions of what makes text challenging for English learners.
 - Define phonological and phonemic awareness.
 - Take notes on activities to teach phonological and phonemic awareness to English learners.



See You Next Time!



- Next webinar:
 - May 19th, 2017
 - 3-4:30 PM EST
- Any questions?

Tickets Out

Please type your "Ticket Out" in the Discussion box:

1. One new idea I got from today's webinar is...
2. A question or topic that I would like to have addressed next time is...

